PROBLEMS IN RURAL EDUCATION

By

L. A. SHARP, Ph. D.

Director of Cooperative Extension Service of Western Colorado

University of Colorado
State Teachers College of Colorado
Western State College of Colorado

Price 75 Cents

UNIVERSITY EXTENSION DIVISION
BOULDER, COLORADO

LIBRARY
Connecticut Agricultural College
VOL. 18795
CLASS NO. 379 Sh2
COST 1.00
DATE March 25, 1937.

BOOK 379.173.SH23 c.1
SHARP # PROBLEMS IN RURAL
EDUCATION
3 9153 00121134 3

379.173
Sh23
18795
MAY 19 1938
APR 28 1939

...G CO. DENVER

PROBLEMS IN RURAL EDUCATION

LB

This book may be kept

FOURTEEN DAYS

A fine of TWO CENTS will be charged for each day the book is kept over time.

MAY 22 1939

APR 22 1941

AUG 17 1941

JUL 30 '51

JA 18 60

UNIVERSITY EXTENSION DIVISION
BOULDER, COLORADO

379.173
Sh23

18795

CONTENTS

Author's Introduction

Suggestions to the Student for Handling the Problems

References

Problems: Problem Nos.

School Attendance 1– 4
Preliminary Steps for Opening School 5
Alternation and Combination 6– 7
Daily Program 8–10
Lesson Plans 11
Classification of Pupils 12–13
Promoting School Children 14
Standardizing Rural Schools 15
Discipline 16–19
Personal Cleanliness 20
Itch (Scabies) 21
Lice (Pediculi Capitis) 22
Defective Teeth 23
Defective Vision 24
Defective Hearing 25
Health of Rural Children 26
Common Defects of City and Rural Children 27
Drinking Water 28
Drinking Cups 29
Lunches 30
School Equipment 31
School Library 32–34
Teaching Children to Play 35
Playground Equipment 36
Beautifying the School Grounds 37
Seating Pupils 38
Ventilation 39
Heating 40
Lighting the Schoolroom 41–42
School Buildings 43–45
Consolidation 46–47
School Toilets 48
Janitor Service 49
Preparation of Rural Teachers 50
Certification of Teachers 51
Duties and Responsibilities of Teachers 52
Tenure of Teachers 53–54
Teachers' Obligation to Their State and County 55
Boarding Places for Teachers 56
Teachers' Meetings 57
Permanent School Records 58
School Reports 59–60
Unit for Administration 61
County Board of Education 62–68
County Superintendent 69–74
Supervision 75
School Finance 76–78
Control of School Finance 79
Publicity 80
County School Fair 81

AUTHOR'S INTRODUCTION

This collection of problems was prepared for the purpose of supplying practical material for courses in Rural Education, with particular reference to Rural School Management, and County School Administration. Each problem presents a situation that is in existence now, the solution of which should enable the teacher to be more successful in her work. They, furthermore, bring to the attention of teachers the problems that confront County Superintendents and should cause the teachers to realize their duties, responsibilities, and the need of cooperation among themselves and with the County Superintendent.

This series of problems may serve as material for either a graduate or an undergraduate course in Rural Education. If it is given as a graduate course, the pupils should be required to write a discussion of every problem stated and answer every question under each problem. If it is given as an undergraduate course, the instructor may leave out those problems that will require a large amount of research for their solution.

SUGGESTIONS TO THE STUDENT FOR HANDLING THE PROBLEMS

1. Read the problem carefully and understand it thoroughly.
2. Read the questions under the problem.
3. Make a note of all facts and principles that you need to know to solve the problem and answer the questions.
4. Read the references given on the problem and other references that you can find on it.
5. Write the answers to the questions and discuss the problems in the light of information gained from your reading and from your own experiences.
6. Discuss the problems with other members of the class but do not allow them to dictate your answer.
7. Be concise in your discussions and in answering all questions.
8. Cite all references, giving the author, the title of the book, and the exact page. (Put this as a footnote at the bottom of the page containing the problem.)
9. Have your discussion of all problems assigned ready to hand in at the close of the recitation.
10. Pay close attention to the discussions in class and note each new point brought out on each problem.
11. Write a sentence summary of all points brought out on each problem.
12. Have your sentence summary of all the problems discussed at one recitation ready to hand in at the next class meeting.
13. Never allow your preparations to get behind.
14. Never try to write a discussion of a problem during the recitation, while it is being discussed by the class, or teacher.
15. Use the space below the questions and the back of the sheet on which the problem is stated for writing up the discussion of the problem. If needed, you may use additional sheets and clip them to the problem.

REFERENCE BOOKS

The following list of books and bulletins will be found very helpful in solving this series of problems. The more important references are marked with an asterisk.

Alexander ..... School Statistics and Publicity. Silver Burdette & Company.
*Alexander and Theisen.. Publicity Campaign for Better School Support. World Book Company.
Andress ..... Health Education in Rural Schools. Houghton Mifflin Company.
Arp ..... Rural Education and Consolidated Schools. World Book Company.
Ayres ..... Study of State School Systems. Russell Sage Foundation.
Ayres, Williams and Wood ..... Healthful Schools.

Bagley ..... Classroom Management. Macmillan Company.
Bagley ..... School Discipline. Macmillan Company.
Bailey ..... Country Life Movement. Macmillan Company.
Bancroft ..... Plays and Games.
*Betts ..... New Ideals in Rural Education. Houghton Mifflin Company.
*Betts and Hall..... Better Rural Schools. Bobbs-Merrill Company.
*Brim ..... Rural Education. Macmillan Company.
*Briggs ..... Modern American School Buildings.
Boyle ..... Rural Problems in the United States. McClurg Company.
*Burr ..... Rural Organizations. Macmillan Company.
Butterworth ..... Chapters in Rural Progress. University of Chicago Press.
*Butterworth ..... Rural School Survey of New York.

*Carney ..... Country Life and the Country School. Row, Peterson & Company.
*Challman ..... Rural School Plant. Bruce Publishing Company.
Colgrove ..... The Teacher and the School.
Consolidated Schools in North Dakota. State Department.
*Cubberley ..... Rural Life and Education. Houghton Mifflin Company.
*Cubberley ..... The Principal and His School. Houghton Mifflin Company.
*Cubberley ..... The Improvement of Rural Schools. Houghton Mifflin Company.
Cubberley ..... Public School Administration. Houghton Mifflin Company.
*Cubberley ..... State and County Educational Reorganization. Macmillan Company.
*Culter and Stone..... Rural School, Its Methods and Management. Silver Burdette & Company.
*Curtis ..... Play and Recreation for the Open Country.

Davis ..... Twentieth Century Rural School. Bobbs-Merrill Company.
*Dinsmore ..... Teaching a District School. American Book Company.
*Dresslar ..... School Hygiene. Macmillan Company.
*Dresslar ..... Rural Schoolhouses and Grounds. U. S. Bureau of Education.
*Dresslar ..... American Schoolhouses. U. S. Bureau of Education.
*Dunn ..... Educational Equipment for Rural Schools. Teachers' College.

*Earhart ..... Types of Teaching. Houghton Mifflin Company.
*Eggleston and Bruere.. The Work of the Rural School. Harper.

*Foght ..... The American Rural School. Macmillan Company.
*Foght ..... The Rural Teacher and His Work. Macmillan Company.
*Frasier ..... The Control of School Finance.
First Class Rural Schools. Department of Education, Wisconsin.

Groves ..... The Rural Mind and Social Welfare. University of Chicago.
*Gulick ..... Why 250,000 Children Quit School.

Hart ..... Educational Resources of Village and Rural Schools. Macmillan Company.
Handbook for Rural Teachers ..... Department of Education, Idaho.

Ivy ..... What Is the Relation of Academic Preparation, Experience, Intelligence, Achievement, and Sex of Rural Teachers in Mississippi to Their Pay. Peabody College.

*Journal of Rural Education, Volumes I, II, and III.

*Kentucky State Course of Study. State Department of Education of Kentucky.
Kennedy ..... Rural Life and the Rural School. American Book Company.

REFERENCE BOOKS—Continued

Kern ..... Among Country Schools. Ginn & Company.

*Lee ..... Rural School Buildings. Clemson Agricultural College.

*McMurry ..... Methods of the Recitation. Macmillan Company.
Morehouse ..... The Discipline of the School. D. C. Heath.

Nebraska Rural School Standards. Department of Education of Nebraska.

*Perry ..... Discipline as a School Problem. Houghton Mifflin Company.
Pickard ..... Rural Education. Webb Publishing Company.
*Pittman ..... Successful Teaching in Rural Schools. American Book Company.
*Pittman ..... The Value of School Supervision. Warwick & York.
Place of the Teacher in the Community. State Department of Education, Virginia.

Rapeer ..... Educational Hygiene.
*Rapeer ..... The Consolidated Rural School. Scribners.
*Reavis ..... Factors Controlling Attendance in Rural Schools. Teachers' College.
Requirements and Regulations for Standard One-Teacher Schools. Department of Ed., W. Va.

*Sharp ..... The Present Status of Rural Teachers in the South. Peabody College.
Salisbury ..... School Management.
Seeley ..... The Country School. Scribners.
School Buildings and Grounds. Department of Education, South Dakota.
*Showalter ..... Handbook for Rural School Officers. Houghton Mifflin Company.
*Strayer ..... A Brief Course in the Teaching Process. Macmillan Company.

*Terman ..... The Hygiene of School Children.

*Vogt ..... Introductions to Rural Sociology. D. Appleton.

*Wilkinson ..... Rural School Management. Silver Burdette & Company.
*Woofter ..... Teaching in Rural Schools. Houghton Mifflin Company.

UNITED STATES BULLETINS

The pupil should have ready access to the following bulletins:

Bulletin No. 1, 1923.....Diagnosis and Treatment of Young School Failures.

Bulletin No. 9, 1923.....Supervision of One-Teacher Schools.

Bulletin No. 10, 1923.....Public School System of Arkansas, Part I.

Bulletin No. 11, 1923.....Public School System of Arkansas, Part II.

Bulletin No. 14, 1923.....Public Education in Oklahoma.

Bulletin No. 17, 1923.....Educational Surveys.

Bulletin No. 2, 1922.....Administration of Schools in Small Cities.

Bulletin No. 10, 1922.....Supervision of Rural Schools.

Bulletin No. 23, 1922..... High School Buildings and Grounds.

Bulletin No. 42, 1922.....Analytic Survey of State Courses of Study for Rural Elementary Schools.

Bulletin No. 47, 1922.....Federal Aid to Public Schools.

Bulletin No. 86, 1919.....Administration and Supervision of Village Schools.

Bulletin No. 22, 1917.....The Money Value of Education.

Bulletin No. 31, 1917.....Rural Teachers' Preparation in County Training Schools and High Schools.

Bulletin No. 16, 1916.....Reorganizing the County System of Schools.

Bulletin No. 17, 1916.....Wisconsin County Training Schools for Teachers in Rural Schools.

Bulletin No. 48, 1916.....Rural School Supervision.

Bulletin No. 5, 1915.....Organization of State Departments of Education.

Bulletin No. 2, 1914.....Compulsory School Attendance.

Bulletin No. 12, 1914.....Rural Schoolhouses and Grounds.

Bulletin No. 25, 1914.....Important Features in Rural School Improvement.

Bulletin No. 30, 1914.....Consolidation of Rural Schools.

Bulletin No. 44, 1914.....County-Unit Organization for the Administration of Rural Schools.

Bulletin No. 49, 1914.....Efficiency and Preparation of Rural School Teachers.

Bulletin No. 2, 1913.....Training Courses for Rural Teachers.

Bulletin No. 8, 1913.....The Status of Rural Education in the United States.

Bulletin No. 42, 1913.....An Experimental Rural School at Winthrop College, Rock Hill, South Carolina.

Bulletin No. 1, 1912.....A Course of Study for the Preparation of Rural School Teachers.

Bulletin No. 3, 1912.....Report of the Committee on Uniform Records and Reports.

Bulletin No. 16, 1912.....The Reorganized School Playground.

Hutchinson ... 1923.....Physical Education Series No. 1—Preparation of School Grounds for Play Fields and Athletic Events.

Name..... Date.....

PROBLEM 1

School Attendance

Miss H, the teacher in Shipley Hill School, is having trouble with tardies. Some of the children come in anywhere from five minutes to two hours late almost every morning. The Jones children, Charles, Frances, and Henry, who are in the third, fifth, and sixth grades respectively, are usually from thirty minutes to an hour late every morning. The Adams children, four in number, representing the first, second, fourth, and seventh grades are always late. Jack Williams, his brother, and little sister who are in the eighth, seventh, and fourth grades respectively, are usually from fifteen minutes to an hour late. Miss H has made inquiry in regard to these tardies and finds that the Jones children are late because they get up late at home. The Adams children have to do some work before they can go to school. The Williams children either fool around home and are late about starting to school, or else loiter on the way to school. None of these children have more than one mile to walk to school.

1. If you were Miss H, how would you go about eliminating these tardies?
2. List and discuss the evil results of tardies.
3. How do you handle tardies in your school?

References:

Wilkinson ..... Rural School Management, pp. 214-237.
Dinsmore ..... Teaching a District School, Ch. IV.
Bagley ..... Schoolroom Management, Ch. V.
U. S. Bureau of Education. Bulletin, 1914, No. 2. Compulsory School Attendance, pp. 7-77.

Name..... Date.....

PROBLEM 2

School Attendance

In the Cooper Ridge School the daily attendance is low. The first month of school there were 50 enrolled and an average daily attendance of 40. The second month there were only 45 enrolled and a daily attendance of 30. The third month, eight who were enrolled the second month, but attended only fifteen days during the month, dropped out, but four of those who were present the first month but absent the entire second month came back. The average attendance for the month was 30.

1. If you were the teacher in Copper Ridge School, what steps would you take to increase the daily attendance?
2. How would you handle the pupils who had been absent from their classes for a week, or a month?
3. How do you handle absentees?
4. List the things that tend to cause absentees.
5. List the things that will tend to eliminate absentees.
6. Give an account of any observations that you have made where daily attendance was increased.

References:

Pittman ..... Successful Teaching in Rural Schools—Chapter on Discipline.
Dinsmore ..... Teaching a District School, Ch. IV.
Betts and Hall..... Better Rural Schools, Ch. II.
Wilkinson ..... Rural School Management, Ch. X.

Name..... Date.....

PROBLEM 3

School Attendance

In the state of T the scholastic population is 815,266. Of this number, only 642,240, or 78.8 per cent, are enrolled in school. Only 70.9 per cent of those enrolled, or 55.9 per cent of the total scholastic population, is in daily attendance. In Sevier County, in the state of T, 90.4 per cent of the scholastic population is enrolled but only 55.3 per cent of those enrolled, or 50 per cent of the scholastic population of the county, is in daily attendance.

1. If you were County Superintendent in Sevier County, what steps would you take to increase the daily attendance in your schools?

2. How can the teachers assist the County Superintendent in increasing the daily attendance?

3. To what extent will the daily attendance depend upon the teachers?

4. Should the County Superintendent spend much time trying to increase the total enrollment? Give reasons for your answer.

5. Which is more important, a large enrollment, or a high percentage in daily attendance? Why?

References:

State School Laws on Compulsory School Attendance.

State Superintendents' Biennial Reports.

Woodward ..... Compulsory School Attendance, Bulletin, 1914, No. 2. U. S. Bureau of Education, Washington, D. C.

Cubberley ..... State and County Educational Reorganization, Ch. XVI. (The Macmillan Company, Chicago.)

Cubberley ..... The Principal and His School, Ch. XIII.

Cubberley ..... Public School Administration, Ch. XXI.

Name..... Date.....

PROBLEM 4

School Attendance

In the state of X there is a compulsory school attendance law, but in some sections of the state this law has not been enforced. Miss L is teaching the Jones School in one of these sections. Upon her arrival at the school she found no records to indicate the pupils belonging to the Jones School, nor anything to show the attendance the previous year.

She opened school on Monday morning but there were only ten children present. The law requires that there must be at least fifteen in daily attendance, or the school will be closed. On Tuesday, one new pupil came, but two that enrolled Monday were absent. Wednesday, they were all present; Thursday there were ten; and Friday there were only nine.

Upon inquiry, Miss L found that there are between twenty-five and thirty children in the district that come between the compulsory school law ages. But she has no record, as stated before, to show who they are.

1. What steps should Miss L take toward getting these children into school?

2. Would it be wise for her to take steps to have the compulsory school law enforced? Give arguments for and against taking such drastic steps.

3. Give examples of cases about which you have first hand knowledge. Tell exactly how they were handled and the results.

References:

Woodward .....Compulsory School Attendance.
Cubberley .....The Principal and His School, Ch. XIII.

Name..... Date.....

PROBLEM 5

Preliminary Steps for Opening School

The scholastic census shows that there are 42 children between the ages of 6 and 18 in district number four. These records are in the County Superintendent's office. Miss J has been elected to teach the school in district number four. On Saturday, before school was to open the following Monday morning, Miss J, with the other teachers of the county, was called to the County Superintendent's office to sign her contract. After she signed her contract, the County Superintendent handed her a school register and wished her the greatest success in district number four.

1. If you were Miss J, what would be your first steps in making the necessary preparations for a successful opening the following Monday?

2. List the things that you would do. Justify the importance of each item that you have listed.

References:

Betts and Hall.....Better Rural Schools.
Carney .....Country Life and Country Schools.

Name..... Date.....

PROBLEM 6

Alternation and Combination

In the State of K the official course of study provides that eight grades be taught in all rural schools. It also names and outlines the subjects that must be taught in each grade. In all, there are sixty different subjects, or sixty classes, to be taught each day. In order to reduce the number of recitations per day, and to lengthen each class period, the state manual suggests complete alternation in all of the subjects except reading and number work. In these subjects, alternation is to begin after the fourth grade.

In complete alternation, the even grades would be taught one year and the odd grades the next. For instance, pupils entering school for the first time in the fall of 1923 would take second grade work instead of first, next year, 1924, they would take the first grade work with those who are entering school for the first time, while those who entered school in 1922 and took the second grade in 1923, would take third grade in 1924.

1. In order to alternate effectively, what assumptions must be made?
2. Are the textbooks used in your school so arranged that alternation would be possible?
3. Could complete alternation be used in your school? If not, to what extent could alternation be adopted?
4. Give arguments for and against alternation.

References:

Woofter ..... Teaching in Rural Schools, pp. 50-54.
Wilkinson ..... Rural School Management, Ch. VIII.
Kentucky ..... Elementary State Course of Study and Teacher's Manual.

Name..... Date.....

PROBLEM 7

Alternation and Combination

In the one-teacher schools in the State of A there are eight grades and from five to twelve subjects to be taught in each. In all there are sixty subjects to be taught, or a total of sixty recitations per day. The state manual advocates alternation in all grades above the fourth. In the lower grades, alternation is advised in some subjects. In number work, the teacher is advised to have the first and second grades recite at the same period. They are not taking the same work, but just reciting together. In the upper grades, the teacher is advised to have reading on Monday, Wednesday, and Friday, and history on Tuesday, Wednesday, and Thursday. (The history lesson on Wednesday to be a reading lesson.)

1. How many subjects could be combined to advantage in your school?

2. Work out a series of combinations that you would advise and will use in your school. Justify the combinations that you have made.

3. Give the results of two weeks teaching where you have employed combination and alternation.

References:

Wilkinson ..... Rural School Management, Ch. VIII.
Betts and Hall..... Better Rural Schools, Ch. V.
Kentucky State Course of Study.

Name..... Date.....

PROBLEM 8

Daily Program

Miss K has recently been elected to teach the school in district number six. She is a high school graduate but has had no teaching experience. She has never made a study of the State Course of Study and has never studied or tried to make a daily program. There will be eight grades in the school in district number six.

1. Make a daily program for Miss K to use tentatively.
2. Discuss the daily program that you have made.

References:

Woofter ..... Teaching in Rural Schools, p. 53.
Dinsmore ..... Teaching a District School, pp. 43-45.
Carney ..... Country Life and Country Schools, pp. 358-360.
Foght ..... The American Rural School.
Journal of Rural Education, June, 1923, pp. 468-473.
State Course of Study.

Name..... Date.....

PROBLEM 9

Daily Program

In the Red Hill School there are 130 pupils enrolled as follows:

Grade	Number
1	44
2	20
3	13
4	19
5	0
6	21
7	6
8	7

Mr. Jones and Miss Rice have been employed to teach the Red Hill School next session. Mr. Jones is to be principal.

1. As principal of the Red Hill School, make a division of the work and make a daily program for yourself and a tentative program for your assistant.

2. Justify the division that you have made of the work.

Name..... Date.....

PROBLEM 10

Daily Program

In the three-teacher school in district number 12, there are 188 pupils enrolled and 150 in daily attendance. They are distributed in the different grades as follows:

Grade	Number
1	58
2	26
3	19
4	24
5	21
6	16
7	16
8	4
9	4

Mr. K, Miss H, and Miss M have been employed to teach the school next session.

1. Make a division of the work among the three teachers.
2. Justify your division.
3. Make a daily program for each teacher on the basis of the division that you have made.

N. B.—This problem was taken from a school survey made by Professor B. O. Duggan of the University of Tennessee.

Name..... Date.....

PROBLEM 11

Lesson Plans

At his last teachers' meeting, Superintendent X insisted that the teachers make daily lesson plans and follow them. He said that it would make the teacher's work more definite because it would establish an aim for both the teacher and the pupils and that a recitation conducted without an aim was a failure. He stated further, that lesson plans would keep the teacher from wandering, that they would arouse an interest in the pupils, that they would establish confidence on the part of the teacher, that they would create a greater respect for the teacher in the pupils, and finally, that they would make the teacher's work easier.

He suggested the following outline to be followed in making lesson plans:

1. Aim.
2. Subject-matter.
3. Preparation.
4. Presentation.
5. Comparison.
6. Generalization.
7. Application.
8. Assignment.

1. Would it be possible for a teacher of a one-teacher school to make daily lesson plans? Discuss.

2. What would you do in regard to making lesson plans, if you were teaching in a one-teacher school?

3. How would it do to make one or two lesson plans each night, in one or two subjects, say reading and geography, keep this up for a week, then make them in other subjects for a week?

4. Why should a teacher make at least one lesson plan each week?

5. Make a lesson plan in any subject you desire. Follow the above outline.

References:

Strayer ..... Briefer Course in the Teaching Process, Ch. XVI.
McMurry ..... Methods of the Recitation, Ch. XIV.
Earhart ..... Types of Teaching, Ch. XV, pp. 237-263.

Name..... Date.....

PROBLEM 12

Classification of Pupils

In R School in U County there are 34 pupils distributed in the grades as follows:

Grade	Number
1	17
2	3
3	2
4	5
5	4
6	2
7	1
8	1

1. If you were County Superintendent in U County, would you advise that the seventh and eighth grades be taught in R School? Defend your position.

2. Is it fair to the remainder of the children in the school for the teacher to teach the seventh and eighth grades when there is only one in each grade? Give arguments supporting your position.

3. List a number of reasons why only six grades should be taught in a one-teacher school.

4. List reasons why eight grades should be taught.

5. How many children should be in a grade above the sixth, to justify its being taught in a one-teacher school?

Name..... Date.....

PROBLEM 13
Classification of Pupils

The following age grade-tables show the classification of the pupils in the one-teacher schools, the two-teacher schools, and the three-teacher schools in U County.

TABLE I. Age-Grade Table for One-Teacher Schools in U County.

	AGE IN YEARS													
Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	62	146	118	95	41	35	12	9	5	1	1	.....	1	.....
2	.....	11	39	56	42	43	22	15	9	7	5	.....	.....	1
3	.....	3	7	22	52	45	45	30	31	9	6	1	1	.....
4	.....	.....	.....	4	13	38	41	37	30	33	12	11	1	.....
5	.....	.....	.....	.....	4	16	29	46	41	26	38	21	15	2
6	.....	.....	.....	.....	1	4	8	16	28	22	25	23	15	12
7	.....	.....	.....	.....	.....	.....	.....	.....	5	6	17	14	11	8
8	.....	.....	.....	.....	.....	.....	.....	.....	1	9	3	11	12	16
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	62	160	164	177	153	181	157	153	150	113	107	81	56	39

TABLE II. Age-Grade Table for Two-Teacher Schools in U County.

	AGE IN YEARS													
Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	18	69	54	28	11	3	5	2	2	1	.....	.....	.....	.....
2	.....	.....	25	25	21	21	12	4	2	1	1	.....	.....	.....
3	.....	.....	.....	7	16	25	12	11	9	4	2	.....	.....	.....
4	.....	.....	2	8	5	17	18	17	16	9	4	.....	.....	.....
5	.....	.....	.....	.....	3	8	7	5	15	9	4	1	.....	1
6	.....	.....	.....	.....	.....	1	5	13	17	9	13	10	5	3
7	.....	.....	.....	.....	.....	.....	1	1	5	6	15	6	10	9
8	.....	.....	.....	.....	.....	.....	.....	.....	1	3	8	11	6	15
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	18	69	81	68	56	75	60	53	67	42	47	28	21	28

TABLE III. Age-Grade Table for Three-Teacher Schools in U County.

	AGE IN YEARS													
Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	5	32	8	15	12	3	6	1	1	.....	.....	.....	.....	.....
2	.....	.....	1	10	.....	10	4	7	5	2	1	.....	.....	.....
3	.....	.....	.....	11	12	8	6	8	1	1	.....	.....	.....	.....
4	.....	.....	.....	.....	1	9	6	16	17	5	2	3	.....	.....
5	.....	.....	.....	.....	.....	.....	16	8	5	8	1	2	2	1
6	.....	.....	.....	.....	.....	1	11	6	5	7	3	1	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	1	9	5	4	8	1
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	3	7	6
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	5	32	9	36	25	31	49	46	35	32	16	13	17	8

1. What are some of the things that tend to cause such conditions as are shown in the above tables?
2. Make an age-grade table for your school.
3. Explain, as far as possible, the conditions found.
4. Make an age-grade table for the one-teacher schools, the two-teacher schools, and the three-teacher schools in your county. (This question for those who are taking the course for graduate credit only.)

N.B.—This problem was taken from a school survey made by Professor B. O. Duggan of the University of Tennessee.

Name..... Date.....

PROBLEM 14

Promoting School Children

In C County the Rural School term is six months. There are from five to ten subjects to be completed in each grade before a pupil can be promoted to the next grade. This requirement is made by the State Course of Study, prepared by the State Superintendent.

1. If you were teaching a one-teacher school in C County, when would you promote your pupils? Discuss your answer.

2. Would you promote a class each year? Give reasons for your answer.

3. Would you promote your pupils by grades, or by subjects? Justify your answer.

4. Can the average pupil in a one-teacher school with a six months' term, complete a grade creditably in less than two terms? Discuss.

5. How often, when, and how do teachers of rural schools with a six months' term promote their pupils?

6. Justify their practice in promotion.

References:

Wilkinson ..... Rural School Management, pp. 256-263.

Name..... Date.....

PROBLEM 15

Standardizing Rural Schools

Mr. X has recently been elected Superintendent of H County. He is very anxious to make the schools in his county the best. He feels that in order to do so, he must have a definite standard, and have this standard so definitely stated that his teachers will know exactly what he expects of them and what they will have to do to bring individual schools up to standard.

1. Make a list of requirements that should be considered when making a standard by which to measure the efficiency of rural schools.
2. Weight these requirements according to the importance of each.
3. Weight them on the basis of 100 per cent.
4. Justify the weighting that you have assigned.

References:

Showalter ..... Handbook for Rural School Officers, pp. 203-209.
Woofter ..... Teaching in Rural Schools, pp. 20-24.
Ayres ..... Study of State School Systems. (Russell Sage Foundation.)
Burks ..... N. E. A. Report.
Biennial Report of the State Superintendent of Tenn. for 1921-1922, p. 66.
Nebraska Rural School Standards. (Department of Public Instruction, Lincoln.)

Name..... Date.....

PROBLEM 16

Discipline

Miss J has some boys in school who have the cigarette habit. Their parents know that they smoke. The boys tried smoking on the school grounds and Miss J made a rule forbidding smoking on the school grounds. They then went to her and asked for permission to go off the grounds at recess and noon for the purpose of smoking. This she did not grant. She has recently discovered that some of the boys are getting excused during school and are smoking in the boys' toilet. She has also recently learned that they are smoking on the road to and from school.

1. If you had been Miss J would you have given the boys permission to go off the school grounds at recess and noon for the purpose of smoking?
2. What would you do with the boys who have been smoking in the toilet?
3. Should Miss J attempt to regulate smoking on the road to and from school?
4. Give arguments supporting your answer to each question.

Name..... Date.....

PROBLEM 17

Discipline

Charles J is nine years old and is in the third grade. He is a bright pupil and does splendid work in school but when he is on the playground, he is constantly causing trouble. He throws rocks, sticks, and anything that he can get hold of at the other children. He sometimes chases them into the house with his knife. In addition to this, he uses profane language and calls the children, who cross him, all kinds of ugly names. The teacher has whipped Charles a half-dozen times, or more for these offenses but it doesn't seem to help him. She has kept him in and talked to him but this did not seem to get results.

1. If you had Charles J in your school, how would you manage him?
2. Tell how similar cases, that you know of, were handled.

Name..... Date.....

PROBLEM 18

Discipline

Miss R walked along the aisle where some of the larger boys were sitting and noticed that five or six of the boys, whose ages ranged from 13 to 18, had been spitting on the floor. She ordered each one of them to get a pan of water and scrub the floor where he had spit. John B, who was 18 and thought himself a man, objected to doing it and said that he would quit school but wouldn't clean up his mess.

1. If you had been Miss R, how would you have handled this problem?
2. Would you have let John B leave school without cleaning up his mess?
3. List a number of punishments that might be used effectively with this infraction.

Name..... Date.....

PROBLEM 19

Discipline

The Marsee children are constantly telling the teacher about things that happen in the schoolroom and on the playground. They also complain that the other children in school fight them. impose on them, jeer at them, and make unkind remarks about them and their clothing. Upon investigation, the teacher finds that some of these charges are true. However, the other children claim that they meant no harm by their remarks. They say that they did not fight, or impose on them, but were only teasing. They also state that in a majority of the cases, the Marsee children started things and that they make as many unpleasant remarks about others as are made about them.

1. If you were the teacher, how would you deal with this problem?
2. Do you know of similar cases? How were they handled?

Name..... Date.....

PROBLEM 20

Personal Cleanliness

Miss Q, who is teaching in the Caywood School, has a problem of personal cleanliness to solve. Three of the Beeler children and four of the Like children, all between the ages of six and fourteen, come to school wearing dirty clothing, their hair not combed, their hands and faces dirty, and their entire person offensive. They are so dirty that one cannot bear to be near them, due to the odor.

Miss Q has found out, through inquiry, that the Beeler children's mother is dead and that their father is a drunkard and does not provide for his family very well. Both parents of the Like children are living.

1. If you were Miss Q, what steps would you take to cause these children to wear clean clothing and keep their bodies clean?
2. Should these children be allowed to come to school so dirty that they are offensive to the other children in school?
3. Is there danger of their carrying germs?
4. Do you know of any such cases? How did the teacher handle them?
5. Would it be wise for Miss Q to visit the homes of these children?
6. Should Miss Q take this problem up with the children's parents?
7. Could a Parent-Teachers Organization help to solve this problem?

References:

Wilkinson ..... Rural School Management.

Name..... Date.....

PROBLEM 21

Itch (Scabies)

Miss S has noticed some five or six children in her school who have eruptions on their hands, arms, and necks. At times she thought that she could detect the odor of sulphur, when these children were near her. The other children in school have told her that these specific children have "itch" and they refuse to sit with them, touch their books, or play with them when it will bring them in personal contact.

Miss S asked one of the children about the eruptions on his hands and he told her that it was "poison ivy," that he got it from pulling and chopping weeds in the cornfield.

There is a County Health Officer in this county but he never visits the schools. His office is thirty miles from Miss H's school.

1. If you were Miss H, how would you deal with these cases?

2. Would it be wise to call in the local physician and have him diagnose these cases? Defend your answer.

3. Do you know of similar cases? How were they handled?

4. Would it be wise for Miss H to go to the parents about the condition? Discuss.

5. If it is "itch," what treatment will cure it?

6. If it is nothing but "poison ivy," should the children be allowed to mix and mingle with the other children, before the eruptions heal?

Name..... Date.....

PROBLEM 22

Lice (Pediculi Capitis)

Miss H noticed a louse crawling on Mary's head. Upon closer observation she discovered two others and also saw that Mary's hair was covered with nits. She then walked up one desk further and happened to look at Ida's head and discovered that Ida had lice also. Ida and Mary are pals and often go home with each other to spend the night. They are both from prominent and influential families in the community. The same day Miss H discovered that Johnnie had lice. Johnnie is from a different class, known as "poor white trash."

1. If you were Miss H, how would you go about ridding the children of lice?
2. Would it be wise to go to the children's parents?
3. What could the teacher say that might go a long way toward getting rid of them?
4. Do you know of any cases where some of the pupils had lice? How did the teacher deal with the problem?
5. What treatment will soon rid one of lice?

References:

Wilkinson. .....Rural School Management.

Name..... Date.....

PROBLEM 23

Defective Teeth

Miss N is teaching the one-teacher school in district number 1. She says that rarely a day passes that some child doesn't complain of having toothache, or having a gumboil, or comes to school with the side of the face swollen from toothache, or brings an excuse for being absent the previous day and the cause was toothache.

Examinations of the teeth of school children show that from 75 to 98 per cent of them have defective teeth. Further investigations reveal the fact that less than 50 per cent of school children brush their teeth regularly.

1. What can Miss N do to improve the condition of the teeth of the children attending her school?
2. Of what benefit would a toothbrush drill be in her school?
3. How might a record, or a chart, showing the number of times each child brushes his teeth each day, help?
4. Do you think that a talk with the parents in regard to the advantage of sound teeth and the dangers of defective teeth would help any? Why?

References:

Dresslar ..... School Hygiene, Ch. XVII.
Wilkinson. ..... Rural School Management, Ch. V.
Betts and Hall..... Better Rural Schools, pp. 417-418.
Journal of Rural Education, June, 1923.

Name..... Date.....

PROBLEM 24

Defection Vision

It is estimated that from 25 to 50 per cent of all school children have defective vision. Children who enter school with defective vision and try to carry the regular school work gradually grow worse in their ability to see. The eye was not made to perform work, continuously, close at hand. Reading, writing, ciphering, drawing, constructing small things all tend to strain and fatigue the eyes. Many children with defective vision develop a headache, become restless, sleepy, tired, or obstreperous. Neither they nor the teacher know the cause; consequently there is discord and a disturbance in the schoolroom.

1. If you were going to take charge of a rural school, what steps would you take to discover the children who have defective vision?

2. How can the teacher test the children for defective vision?

3. Test at least ten children with the Sneller Test Card and write up the results of your findings. (Test rural children if possible.)

4. Test ten children with the McCallie Vision Test Card and write up the results of your findings.

5. Do you know any children in school with defective vision that have not had the defects corrected? What is the character of their work? Do they cause any disciplinary problems?

6. How will a visual test help the teacher to seat the pupils properly?

7. To whom should the teacher make a report of her findings? Why?

8. Give a number of disadvantages of defective vision.

References:

Dresslar ..... School Hygiene, Ch. XV.
Wilkinson ..... Rural School Management, Ch. V.
Betts and Hall..... ....Better Rural Schools, Ch. XXVI.

Name..... Date.....

PROBLEM 25

Defective Hearing

Charles Brock is 13 years of age and is in the fifth grade. He is a good boy and seems to study well but when called upon to recite he is always indifferent and inattentive. The teacher has to repeat his question, invariably. Often the other pupils have to nudge him to let him know that he is to recite. Sometimes he makes a splendid recitation and again he may say something that is off the subject entirely. The teacher has observed that if he is sitting on the front seat near her, or is looking straight at her when the question is asked he always gives a satisfactory answer.

1. In your opinion, what is Charles's trouble?
2. How could he be tested without any expense?
3. Test ten children by the watch method and ten by the whisper method, for defective hearing.
4. Write up an account of your tests.
5. Why should the teacher test her pupils for defective hearing?
6. How will these tests help the teacher with her work?
7. When should these tests be made?
8. To whom should the teacher report her findings?

References:

Dresslar ..... School Hygiene, Ch. XVI.
Wilkinson ..... Rural School Management, Ch. V.
Betts and Hall..... Better Rural Schools, Ch. XXVI.

Name..... Date.....

PROBLEM 26

Health of Rural Children

A survey made of the rural schools in Porter County, Indiana, a county located in the northwestern corner of the state, where the principal industry is farming, shows the following conditions:

Per cent of children having milk for breakfast 15
Per cent of children having coffee for breakfast 37
Per cent of boys with defective teeth..... 60
Per cent of girls with defective teeth..... 50
Per cent of boys who never used a toothbrush 18.3
Per cent of girls who never used a toothbrush 10.5

Since 1910, the death rate in New York City has been lower than in rural New York.

1. How can a rural teacher help to eliminate the physical defects of the children in her school?

2. Make a survey of some rural school in regard to defective teeth, defective hearing, the use of a toothbrush, defective vision, the use of milk, the use of coffee, the use of tobacco, malnutrition, and other diseases found.

3. Are the school children in your state carefully examined by the school physician? What are the advantages of such examinations?

4. What examinations could the teacher make? How would the teacher's examinations help to make the school more efficient?

5. How do defective vision, defective teeth, defective hearing, adenoids, and colds affect the child's school work?

References:

Terman .....The Hygiene of the School Child, Chapters XIII-XV.
Andress .....Health Education in Rural Schools.

Name..... Date.....

PROBLEM 27

Common Defects of City and Rural Children

Dr. Wood found the following defects among city and rural children in the proportion shown in the following table:

Extent of Physical Defects Among City and Rural Children

	City %	Rural %		City %	Rural %
Defective Teeth	33.58	49.00	Defective Breathing	2.1	4.2
Defective Tonsils	16.42	28.14	Spinal Curvature	1.3	3.5
Diseased Adenoids	12.5	23.4	Anaemia	1.5	1.65
Defective Eyes	13.4	21.0	Unclea	.17	1.7
Malnutrition	7.65	16.6	Diseased Lungs	.32	1.25
Enlarged Glands	2.7	6.4	Defective Heart	.40	.74
Diseased Ears	1.3	4.78	Mental Disease	.2	.8

1. Give reasons why the city children are more healthful then the rural children.

2. To what extent are the rural teachers responsible for the above conditions?

3. How can the rural teachers help bring about closer medical examinations of the rural school children?

4. What function should the County Superintendent perform in bettering the physical condition of the rural children?

Name..... Date.....

PROBLEM 28

Drinking Water

In school X the drinking water is secured from a large spring which is only 100 yards below a barn. The water is dipped up with a bucket and carried in an open bucket from the spring to the school building, a distance of a half-mile. The pupils drink from a common cup, or dipper. They dip into the bucket of water, drink, then put the dipper back into the water.

1. Discuss the unsanitary condition of such a source of drinking water.
2. Suggest some economical method of improving this horrible condition.
3. If you were teaching in this school what would you do to make the drinking water more sanitary?
4. Discuss the merits and demerits of individual drinking cups.
5. Discuss the practicability of using sanitary paper drinking cups.

References:

Dresslar ..... Rural Schoolhouses and Grounds.
Wilkinson ..... Rural School Management.
Dresslar ..... School Hygiene, Ch. VIII.

Date.....Name.....

PROBLEM 29

Drinking Cups

In F School the teacher has secured a stone water cooler with a spring faucet. She has disposed of the common drinking cup and the open container. This prevents the dipping of the common cup into the water and thus contaminating the whole supply; but the disposition of the common cup has not eliminated the problem of drinking from a common cup, for some of the children borrow other's cups. Then some have collapsible cups and carry them in their pockets; thus, getting them sweaty, dirty, and unsanitary.

1. If you were the teacher in F School, how would you prevent the borrowing and lending of drinking cups?
2. What provision would you make for keeping the collapsible cups sanitary?
3. What would it cost to get a sanitary fountain for the school? How might the money be raised?

References:

Dresslar ..... Rural Schoolhouses and Grounds.
Wilkinson ..... Rural School Management, pp. 78-83.
Dresslar ..... School Hygiene, Ch. VIII.

Name..... Date.....

PROBLEM 30

Lunches

At the Red Hill School the children carry their lunches in tin buckets, baskets, and wrapped in newspaper. The tin buckets have lids and when the lid is removed one can see great drops of water standing on the sides of the bucket and the food looks wet and soggy. The baskets are covered with newspapers which do not fit very closely by the time the children get to school with them and have been into them a time or two. The lunches wrapped in the newspapers have the general appearance of having been dipped into grease, jelly, etc., due to things running out from between the pieces of bread and soaking through the paper.

These lunches are set on the floor or on a bench in the back of the schoolroom. The flies swarm about them and crawl into them where the children have left them partially open. There is a smell of food in the schoolroom that resembles the odor one gets in a large cafeteria.

At noon the children grab their lunches and race to the different sections of the schoolyard to gobble them down. Each one eats as fast as he can in order to be the first on the playground. In their mad rush not a child washes his hands before or after eating lunch.

1. What provisions should the teacher make for keeping the lunches away from the flies and in a clean place? How can this be done?

2. Should children be allowed to open their lunches at recess? Why?

3. What provision could and should be made in regard to having the children wash their hands before eating lunch?

4. What are the objections to wrapping lunches in newspapers?

5. Where could the children get waxed paper for wrapping lunches? What will it cost?

6. Outline the things that every teacher could do that would tend to make the school lunches more sanitary.

References:

Showalter ..... A Handbook for Rural School Officers, Ch. XIX.
Wilkinson ..... Rural School Management, pp. 105-112.

Name..... Date.....

PROBLEM 31

School Equipment

When Miss K arrived at school Q, where she had been assigned to teach the 1922 and 1923 term, she found the following equipment:

20 Double desks, number 2.
1 Large coal heater in the middle of the room.
1 Blackboard, painted on the wall in the end of the room opposite the doors.

1. What equipment is needed in a one-teacher school? What equipment is necessary for the successful teaching of the school?

2. How may a teacher secure a part or all of the needed equipment when the School Board hasn't the funds to provide it?

3. Have you ever had to provide a part or all of the equipment for your school? How did you raise the money?

References:

Eggleston and Bruere... The Work of the Rural School, Chapters VIII and IX.
Dunn ..... Educational Equipment for Rural Schools.
Wilkinson ..... Rural School Management, pp. 8-9, 28-32.

Name..... Date.....

PROBLEM 33

School Library

Miss X has succeeded in raising fifty dollars in her school district for the purpose of establishing a library in the one-teacher school where she is teaching. Since raising this money, she finds that the state will supplement funds raised for establishing and maintaining libraries, up to a certain amount. She also finds that the teacher is required to select and purchase the books.

1. How much would your state and county supplement fifty dollars raised for the purpose of establishing a library?

2. Make a list of books that you would purchase, if you were Miss X. (The amount to be spent for books is $50 plus the amount that your state and county would supplement it.)

3. Be prepared to defend the selections you have made.

Name..... Date.....

PROBLEM 34

School Library

Miss X has secured some new books for the school library but upon their arrival she finds that she has no bookcase in which to lock them. To complicate matters, she finds that the school building cannot be securely locked.

1. If you were Miss X, how would you take care of these books to prevent their being stolen?

2. What provisions would you make for letting the children make the greatest use of the library and at the same time minimize the chances of losing books?

3. What disposition would you make of the books at the close of school to insure against losses during vacation?

Name..... Date.....

PROBLEM 35

Teaching Children to Play

Miss M finds that the children in the Shewanee School have no desire to play. At recess and noon all the children gather about the door and stand, or sit on the steps, until the bell rings for work. She tells them to run out and play but they always say, "I don't want to play," "I don't know what to play," or, 'Teach us some games to play."

1. Do you know of an instance where the children did not seem to care to play? How did the teacher interest them in play?
2. Is it natural for children not to want to play? Discuss.
3. How could Miss M create a spirit for the love of play among these children?
4. What games are suitable for children in a one-teacher school?
5. Should the teacher take part in the games, or should she be a general supervisor over the entire playground? Defend your answer.
6. Why should children be taught to play?
7. What effect does wholesome play have upon children's school work?

References:

Curtis ..... Play and Recreation for the Open Country, Chapters IV-XIV.
Bancroft ..... Plays and Games.
Wilkinson ..... Rural School Management, Ch. VII.
Dresslar ..... School Hygiene, Ch. II.
Betts and Hall..... Better Rural Schools, Ch. XXVII.

Name..... Date.....

PROBLEM 36

Playground Equipment

There is one-half acre in the school grounds at the C School. There isn't any playground equipment of any kind. The school lot is grown up with weeds and briars.

1. What playground equipment is needed in a one-teacher school with an enrollment of 40 pupils?
2. How can inexpensive equipment be secured?
3. List some things that you would have some of the larger boys construct; that you would construct yourself.
4. Draw diagrams of see-saws, swings, ball courts, horizontal bars, etc., that you could construct at very little cost.
5. Find out exactly what it would cost to construct each of the things named above.

References:

Betts and Hall.....Better Rural Schools, Ch. XXVII.
Wilkinson .....Rural School Management, Ch. VII.

Name..... Date.....

PROBLEM 37

Beautifying the School Grounds

The school lot at Providence is 200 feet wide and 300 feet long. It is covered with grass, weeds, and briars, which are from two to five feet tall.

The schoolhouse is located in the northeast corner of the lot facing the road. It is 30 feet from the east boundary line and 50 feet from the road.

Miss F, the teacher, wants to beautify the grounds. She wants to lay out the playgrounds, the walks, the flower beds, the lawn, and set some trees.

1. Draw a plot of the school grounds and show where you would locate the various things in order to make the grounds the most attractive.

2. How would you arouse an interest in the pupils and secure their cooperation in beautifying the grounds?

3. How would you prevent papers and other things from being thrown on the school grounds?

4. What provision would you make for keeping the lawn cut, the flowers cultivated, and the playgrounds in good condition?

5. Whose duty is it to see that the school premises are well kept?

6. What things must be kept in mind when making plans for the improvement of school grounds? In making a lawn? In setting out trees?

7. What is the teacher's function in beautifying the school premises?

References:

Wilkinson ..... Rural School Management, Ch. VI.
Showalter ..... A Handbook for Rural School Officers, Ch. VI.
Foght ..... The American Rural School, Chapters VIII-IX.

Name..... Date.....

PROBLEM 38

Seating Pupils

Miss Q, the teacher in the Arthur School, had been promised single desks to take the place of the old benches. Two weeks after school opened, the desks were delivered to her at the school. They were "knocked down" when they came and Miss Q had to supervise setting them up and arranging them in the schoolroom. The desks came in the following sizes: 16, fives; 16, fours; 8, threes; and 8, twos.

1. List the things that Miss Q should observe in putting the desks together.
2. Draw a diagram showing how you would arrange these desks in a room 24 feet by 32 feet.
3. How would you arrange them according to size? Why?
4. How far should it be from the back of one desk to the back of another?
5. How wide should the aisles be? How wide should the aisles between the seats and the wall be? How wide in the rear of the room?

References:

Wilkinson ..... Rural School Management, pp. 83-88.
Woofter ..... Teaching in Rural Schools, pp. 47-48.
Lee ..... Rural School Buildings, pp. 17-18, 26-37.

Name..... Date.....

PROBLEM 39

Ventilation

The Z School has no provision for ventilation, except to raise and lower the window sash. When the sashes are raised, or lowered, the children seated directly in front of the windows are in a draught.

1. How can this schoolroom be ventilated without having a draught on some of the children?

2. If you were teaching Z School and had no money to spend for remodeling the building, how would you meet this problem of ventilating the schoolroom and at the same time protect the children from a draught?

References:

Wilkinson ..... Rural School Management, pp. 67-73.
Showalter ..... Handbook for Rural School Officers, Ch. VII.
Andress ..... Health Education in Rural Schools, Ch. X.
Dresslar ..... School Hygiene, Chs. XI and XII.
Terman. ..... The Hygiene of School Children.
Ayres, Williams & Wood. Healthful Schools.
Carney ..... Country Life and the Country School, pp. 210-212.

Name..... Date.....

PROBLEM 40

Heating

The one-teacher school in district 4 is heated by an ordinary coal heater. The flue is in one corner of the room and the stove is set out into the room away from the walls by the use of eight joints of piping. It is uncomfortable in all parts of the room. Near the stove it is too hot and away from the stove it is uncomfortably cool. The children have to gather in a group near the stove in order to be at all comfortable.

1. How could this building be heated properly at very little expense?
2. What would be the best method of heating it?
3. How could the teacher make a jacketed stove out of the old one?
4. How could the teacher provide a duct for fresh air and a vent near the flue to dispose of the foul air?

References:

Dresslar ..... Rural Schoolhouses and Grounds, pp. 119-121.
Lee ..... Rural School Buildings, pp. 79-80.
Andress ..... Health Education in Rural Schools, Ch. X.
Wilkinson ..... Rural School Management, pp. 64-67.
Carney ..... Country Life and the Country School, pp. 210-214.

Name..... Date.....

PROBLEM 41

Lighting the Schoolroom

Carr School is a rectangular one-room building. It has two doors in the south end facing the road and three windows on each side. The room is 45 feet long and 30 feet wide with the ceiling 14 feet high. The windows extend to a height of 10 feet above the floor.

1. How can this schoolroom be properly lighted?
2. What are the objections to seating the girls on the east side of the room and the boys on the west side, with all facing the blackboard at the north? (That is the way the children are actually seated.)
3. From which side should a schoolroom be lighted? Why?
4. How much window space should there be compared to the floor space?
5. How high above the floor should the lower part of the window be?
6. How high should the window extend?
7. How long should a schoolroom be? How wide? How high should the ceiling be?
8. If you were teaching in the Carr School, what alterations would you try to have made?
9. How would you go about getting these changes made?

References:

Dresslar ..... Rural Schoolhouses and Grounds.
Lee ..... Rural School Buildings. (Clemson College, South Carolina.)
Dresslar ..... American School Houses. (Bureau of Education.)
Rowe ..... Lighting of Schoolrooms.
Wilkinson ..... Rural School Management, pp. 57-63.

Date..... Name.....

PROBLEM 42

Lighting the Schoolroom

Miss X has been elected to the school in district number 8. The schoolhouse in district number 8 is a one-room building, 25 by 35 feet in dimensions. It has windows in the north and south sides, respectively, and has two doors in the west end facing the road.

Miss X has been trying to get the School Board to remodel the building so that it can be lighted properly. The Board has finally agreed to remodel it, provided it will not cost more than $150. They have asked Miss X to submit plans showing the changes that she wants made.

1. Draw a plan that you would submit, if you were Miss X.
2. Be prepared to defend your plan.

References:

Dresslar ..... Rural Schoolhouses and Grounds.
Dresslar ..... American Schoolhouses.
Lee ..... Rural School Buildings.

Name..... Date.....

PROBLEM 43

School Buildings

School A, a one-teacher school, is located on top of Cooper Ridge. There is not another school within five miles; if there were, it woud be impossible to transport the children to it, due to the condition of the roads. The scholastic population of School A is between 25 and 35. The schoolhouse is an old log house with three small windows in each side and one in the east end. It has two doors in the west end.

1. The County School Board is planning to erect a modern school building on Cooper Ridge.

2. Draw a plan for this modern building, that you would like to submit to the County School Board for consideration. Defend your plan.

3. The road runs north and south. How should the schoolhouse be oriented? Defend your answer.

References:

Dresslar ..... American Schoolhouses.
Dresslar ..... Rural Schoolhouses and Grounds.
Lee ..... Rural School Buildings.
Butterworth ..... Rural School Survey of New York.
School Buildings and Grounds. (State Department of Education, New York.)
Rowe ..... The Lighting of School Rooms.
Briggs ..... Modern American School Buildings.
Betts and Hall..... Better Rural Schools, Ch. XXIV.
Write to your State Department of Education for plans.

Name..... Date.....

PROBLEM 44

School Buildings

In J County there are two one-teacher schools on the main highway that the County Superintendent and the County Board of Education have decided to consolidate. In one of these school districts there is a scholastic population of 60 and an enrollment of 50. In the other district there is a scholastic population of 40 and an enrollment of 34.

1. Draw the plans for a modern three-teacher school that you would like to submit to the County Superintendent for approval for this new consolidation.

2. Draw the plans for a modern two-teacher school, in case they should decide to put up a two-teacher instead of a three-teacher building.

References:

Dresslar ..... Rural Schoolhouses and Grounds.
Dresslar ..... American Schoolhouses.
Lee ..... Rural School Buildings.

Name..... Date.....

PROBLEM 45

School Buildings

In problem 46 is stated a proposed consolidation that is to be effected next year. The County Superintendent and the School Board are now trying to decide upon the plans for the new consolidated building.

1. Draw the plans for the building that you would like to have erected, if you were going to be principal, or a teacher, in the new consolidated school.

References:

Dresslar ..... American Schoolhouses.
Dresslar ..... Rural Schoolhouses and Grounds.
Lee ..... Rural School Buildings.
School Buildings and Grounds. (State Department of Education, New York.)
Briggs ..... Modern American School Buildings.
Rowe ..... The Lighting of Schoolrooms.

Name..... Date.....

PROBLEM 47

Consolidation

In C County there is a consolidated and three-year high school located on the main highway. This is a modern brick school building with four classrooms and a large auditorium that could easily be converted into four splendid classrooms, by the use of folding doors.

One and one-half miles west of the consolidated school, on the main highway, is a one-teacher school; five miles west, on the same highway, is a two-teacher school. Two and one-half miles east of the consolidated school, on the main highway, is a one-teacher school, and six miles east, is another one-teacher school. Two miles south, on a crossroad, is another one-teacher school. All of the above named buildings are frame, with windows in both sides of the classroom, two doors in one end, and a blackboard in the other end. They are all heated by stoves and not a one of these stoves is jacketed. The desks are as poor as can be and as for other equipment, there isn't any.

In two of the one-teacher schools, the teachers, for the past two sessions, have taught about three months and quit. Some of the children then attended the consolidated school and the others did not go to school any more during the year. In neither of these schools has the teacher stayed longer than one year, during the past five years.

1. Give a list of advantages of consolidation.

2. Give arguments in favor of enlarging the consolidated school and transporting the children from the other schools to the consolidated school. (There isn't anything to prevent transportation.)

3. Give arguments against it.

4. If you were County Superintendent of C County, how would you deal with this problem?

5. If you were teaching in either of the small schools, or in the consolidated school, what could and would you do to create a strong sentiment in your community for consolidation?

References:

Wilkinson ..... Rural School Management, pp. 368-374.
Kennedy ..... Rural Life and the Rural School, Ch. VI.
Betts and Hall..... Better Rural Schools, Part IV.

Name..... Date.....

PROBLEM 48

School Toilets

Y School, a two-teacher school, is located back from the main highway about 100 yards. In the rear of the building is a large tract of woodland. In this woodland is one old dilapidated toilet with boards missing here and there, the roof about half gone, the seats dirty, and everything ill kept.

This toilet is used by the girls of the school. The boys have no toilet.

1. If you were principal of Y School, how would you secure sanitary toilets?
2. Draw plans for and discuss sanitary toilets for rural schools where you cannot have waterworks.
3. State how you would keep the toilets sanitary.
4. How are the toilets in your school kept sanitary?

References:

Dresslar ..... American Schoolhouses.
Dresslar ..... Rural Schoolhouses and Grounds, Ch. XII.
Lee ..... Rural School Buildings.
Wilkinson ..... Rural School Management, pp. 73-78.
Andress ..... Health Education in Rural Schools, pp. 137-141.
Betts and Hall..... Better Rural Schools, Ch. XXV.

Name..... Date.....

PROBLEM 49

Janitor Service

Miss Hector was elected to teach the Academy School. On her arrival at the school at seven o'clock Monday morning, the day school was to open, she found the doors open, the floor covered with dirt, papers, quids of tobacco, dry sputum, etc., relics of a revival meeting recently held in the schoolhouse. The desks were covered with dry mud, caused by people standing upon them. The schoolyard was grown up with weeds waist high.

Miss Hector had expected to find everything in readiness upon her arrival. She had not talked with the County Superintendent in regard to a janitor but took it for granted that the county furnished one. Upon inquiry as to the whereabouts of the janitor, she was informed that no janitor was furnished.

1. If you were to teach the Academy School, how would you get things in readiness for the opening?
2. What steps would you take to secure and pay a janitor?
3. How can Miss Hector raise money to pay a janitor?
4. Should the teacher ever do the janitor work? Give arguments to support your answer.
5. Do you know any teachers in the rural schools who have successfully solved the janitor problem? Tell about it.
6. If you were Miss Hector, would you try to raise money to oil the floors?
7. Would you advise a sweeping compound? What?

References:

Dinsmore ..... Teaching a District School, Ch. I.
Betts and Hall..... Better Rural Schools, Ch. XXIII.

Name..... Date.....

PROBLEM 50

Preparation of Rural Teachers

In U County in the State of T 45 per cent of the rural teachers have had no training beyond the eighth grade; 8 per cent have had some high school training; 7 per cent are high school graduates; and the remaining 40 per cent have had some college training but less than two years.

1. What per cent of the rural teachers in your county have had the following training only:
   Elementary school graduate?.....
   One year high school?.....
   Two years high school?.....
   Three years high school?.....
   High school graduate?.....
   One year college?.....
   Two years college?.....
   Three years college?.....
   College graduate?.....
2. Answer the same questions for your state in regard to rural teachers.
3. How much training should be required before one could qualify to teach in rural schools? Defend your answer.
4. What are the requirements to teach in a rural school in your county?

References:

State School Laws.
State Superintendent's Report.
Foght ..... American Rural School, Ch. V.
Betts and Hall..... Better Rural Schools, Chs. VIII-IX.
Wilkinson ..... Rural School Management, Ch. XVIII.

Name..... Date.....

PROBLEM 51

Certification of Teachers

In the State of T any one who can pass a technical examination prepared by the State Board of Examiners and who is 17 years of age may be granted a certificate to teach. Or, if he attends the State Normal School, or the State University, or any other institution acceptable to the State Board of Education, and meets certain definite requirements, he may be granted a certificate to teach.

1. Criticize these different methods of certificating teachers.
2. How are teachers certificated in your state?
3. Should a uniform examination be held in all the counties of the state, and a state certificate good in any county in the state be issued, or should each county be permitted to give its own examinations and issue county certificates? Discuss the merits of both systems.
4. How are teachers certificated in other states?
5. How should teachers be certificated? Give arguments to support your answer.

References:
State School Laws.

Name..... Date.....

PROBLEM 52

Duties and Responsibilities of Teachers

In the discussion of the duties and responsibilities of teachers at a recent teachers' meeting, two phases of the question were presented. Mr. Z, a very enthusiastic educator, said that when a teacher was employed to teach the school in a community, it then became the duty of that teacher to become an active citizen of that community. He held that it is her duty to take the lead in everything educational, spiritual, and progressive in the community, when her leadership is needed. He said that the teacher should spend her week-ends in the community, take part in the Sunday School, teach a class in Sunday School, if called upon, and to take part in all progressive movements.

Mr. S felt that he could not agree with all that Mr. Z said. While he believed that it was the teacher's duty to be the educational leader in the community, he did not quite see why she should be required to take part in the Sunday School, church, and other activities. If she is interested in these things and wants to do them, all right, if she doesn't then why heap additional responsibilities upon her. Why should she, any more than any one else in the community, be expected to teach a Sunday School class? Mr. S closed his speech by saying that the teacher is busy studying and preparing lessons all week and therefore needs a rest from this sort of work when Saturday and Sunday come. Furthermore, she does not have the time to make the necessary preparations for such duties, if she does her school work as it should be done.

1. Which one of these men do you think is right? Why?
2. What should be the duties and responsibilities of the teacher to the community in which she is teaching?
3. Is it the teacher's duty to take part in Sunday School, Church, etc.? Defend your answer.
4. In what respect do the duties and responsibilities of teachers differ from those of state and county officials?

References:

Betts and Hall..... Better Rural Schools, Chs. VII-XIII.
Wilkinson ..... Rural School Management, Ch. XVIII.
Carney ..... Country Life and Country Schools, Chs. IX-XI.
Cubberley ..... Rural Life and Education, Ch. XII.
Foght ..... The American Rural School, Chs. V-VI.
Monahan and Wright.... Bulletin, 1913, U. S. Bureau of Education.

Name..... Date.....

PROBLEM 53

Tenure of Teachers

In a recent study of the status of rural teachers, it was found that 17 per cent of them were teaching their first year; 15 per cent were teaching their second year; 11 per cent were teaching their third year; 9 per cent were teaching their fourth year; and only 48 per cent had taught four years or longer.

1. Is it advisable for a teacher to prepare herself to teach in rural schools and make that her life work, or should she simply make the rural schools "stepping stones" to something better? Defend your answer.

2. What is the average teaching life of a rural teacher?

3. What are the causes of frequent changes among teachers?

4. How may these causes be eliminated?

5. How many teachers in your county are teaching their first year? ..... second year?..... third year?..... fourth year?..... fifth year or more?.....

6. Answer the above questions for your state.

References:

Sharp ..... The Present Status of Rural Teachers in the South.
State Superintendent's Report.

Name..... Date.....

PROBLEM 54

Tenure of Teachers

In the investigation of the tenure of rural teachers, it was not only found that their teaching life was short, but it was discovered that this short service was rendered in a number of different schools. 63 per cent were teaching their **first** year in their present school; 20 per cent were teaching their **second** year in their present school; leaving not over 17 per cent who were teaching their third year or longer in their present position.

1. Is a long tenure in the same school desirable? Give reasons for your answer.
2. What are the effects of frequent changes and a new teacher in the school each year?
3. What are the causes of so many changes?
4. How may these changes be partially eliminated?
5. How can the County Superintendent help eliminate them?

References:

Sharp .....The Present Status of Rural Teachers in the South.
Foght .....The American Rural School, pp. 114-115.

Name..... Date.....

PROBLEM 55

Teachers' Obligation to Their State and County

During a recent conference of the presidents and the deans of Teacher Training institutions in the State of T, the questions of teachers' salaries and teachers' obligation to their state and county were discussed. During the discussion, Mr. A brought out the fact that the best trained pupils in his institution were leaving their native state and going to other states to teach because other states were paying better salaries. He stated further that he could not advise them to do otherwise, and in fact he felt it his duty to advise them to go where they could get the best salary, other things being equal.

Mr. H, the Dean of the State University, took Mr. A to task and criticized him severely. He held that it was Mr. A's duty to advise his pupils to remain in their native state and to impress upon them that they should remain in their own state at a lower salary and strive to build up the educational system.

1. Which do you agree with, Mr. A, or Mr. H? Why?

2. If you were offered $100 per month in your own state and $150 per month in another state, which position would you accept, other things being equal?

3. How far is an individual obligated to remain in his own state and teach?

4. Is it an individual's duty to remain in his home county and help build up the school system, or should he go where he can do the best for himself? Give reasons for your answer.

5. Should the state law require teachers trained in State Institutions to obligate themselves to teach in that state for a definite length of time? Give arguments to support your answer.

Name..... Date.....

PROBLEM 56

Boarding Places for Teachers

The Powells Valley High School is located in the open country fifteen miles from a town and eight miles from a railroad station. This school is the result of the consolidation of one two-teacher school and three one-teacher schools. Since the consolidation, the school has grown in every grade and in addition has been made a three-year high school. At present it takes ten teachers to take care of the work. To find suitable boarding places for so many teachers is a serious problem. There are but few desirable places in the community where the teachers can board and these places are from a mile and a half to three miles from the school.

1. What suggestions can you make for the solution of this problem?

2. Give arguments in favor of and against building a teacherage as a solution.

3. Do you know of any places where teacherages have been built and later discarded? Tell all about them.

4. Would it be desirable to have a teacherage and expect the principal, if a married man, to keep the other teachers? Discuss.

5. How might the problem be solved if the principal was a single man?

6. Do you know of any places, or communities, where the teachers have trouble finding boarding places? How do they solve the problem?

References:

Sharp .....The Status of Rural Teachers in the South.

Name..... Date.....

PROBLEM 57

Teachers' Meetings

In J County the County Superintendent holds regular monthly teachers' meetings and expects every teacher in the county to be present. These meetings are held from 10 to 12 o'clock on Saturday mornings.

At the meetings the teachers usually hear an address by some schoolman, usually a professor from the State University, or one of the Normal Schools. After the address, the County Superintendent usually talks to the teachers for thirty minutes about his plans for the county, making announcements, etc. He then gives the teachers an opportunity to ask questions on any problem they may have.

The Superintendent is having difficulty getting all of his teachers to attend these meetings regularly.

1. What are some of the reasons why teachers do not like to attend monthly teachers' meetings?
2. Should teachers be required to attend regular monthly meetings? Discuss both sides of the question.
3. When should these teachers' meetings be held?
4. Should a teacher be paid for the day that she attends a teachers' meeting? Give reasons for your answer.
5. Name some topics that you would like to hear discussed at the regular monthly meetings.
6. Outline a yearly program that you believe would interest the rural teachers and make them anxious to attend the meetings.
7. Do you think it would be wise to hold teachers' meetings on Friday? Why?

References:

Pittman ..... Successful Teaching in Rural Schools, Chs. V, VI, VIII, IX, XIV, XVIII, XIX, and XXI.

Name..... Date.....

PROBLEM 58

Permanent School Records

Miss J went into the school community on Friday before her school was to open the following Monday morning. Upon her arrival she made inquiry about the school records. She intended to make a study of each pupil's record the previous year and thereby be in position to advise and help each child from the beginning instead of having to wait for a month or six weeks to find out what each pupil could do. When she asked about the records, she found that the only record that had been kept was the register and that it had been sent to the County Superintendent. If the teacher kept any record of grades the previous year, she took her grade book away with her.

1. If you had been Miss J, what steps would you have taken to get the information needed in regard to the individual pupils?
2. What permanent records should be kept to be turned over to the succeeding teacher?
3. Make a set of blanks that will contain all the information that you would like to find in regard to the school and the pupils, if you were going to take charge of a new school.
4. How would this information help you, help the pupils and the school?

References:

U. S. Bulletin, 1912, No. 3. Uniform Records and Reports.
Wilkinson ..... Rural School Management, Ch. XIV.
Cubberley ..... Public School Administration, Ch. XXVI.

Name..... Date.....

PROBLEM 59

School Reports

Superintendent B, in D County, has had quite a lot of trouble in getting accurate reports from his teachers. He has had to return about 40 per cent of the reports to the teachers for correction. In the annual report, only 25 per cent were correct. This has delayed the annual report to the State Superintendent and has also incurred an extra expense on the County Superintendent because he has had to employ some clerks to go over each teacher's register and make out an annual report for him. The Superintendent has had to pay the clerks himself.

1. Take a school register and keep the record of an imaginary school of 40 pupils for a term of six months.

2. Make a monthly report to the County Superintendent.

3. Make an annual report to the County Superintendent.

4. What suggestions can you make for the improvement of the school register? For the improvement of the report blanks that go to the County Superintendent?

References:

Wilkinson ....Rural School Management, Ch. XIV.

Monahan .....U. S. Bulletin, 1914, No. 44. County Unit of Administration.

Get a school register and copies of all reports that go to the County Superintendent. Also copies of blanks that go to the State Superintendent.

Name..... Date.....

PROBLEM 60

School Reports

The Chief Clerk to the State Superintendent is having difficulty making his annual report due to the inaccuracy of County Superintendent's reports to him. In a number of cases he has had to return County Superintendents' reports for corrections.

1. Secure the blanks necessary for making all reports to the State Department of Education that the County Superintendent has to make.

2. Make a County Superintendent's annual report to the State Superintendent. (Get the data from your County Superintendent.)

References:

Wilkinson ..... Rural School Management, Ch. XIV.

Name..... Date.....

PROBLEM 61

Unit for Administration

There have been a number of articles in recent educational magazines on the topic of the proper unit for Rural School Administration and most, if not all, of the writers have favored the county unit.

1. What are the different units of Rural School Administration in the United States?
2. Discuss the advantages and disadvantages of each unit.
3. What is the unit in your state? Discuss its advantages, its disadvantages.
4. Which seems to be the best unit? Why?
5. Make a table showing the different units in the different states.

References:

Monahan ..... U. S. Bulletin, 1914, No. 44.
Harris ..... Elementary School Journal, June, 1923, pp. 768-775.
Driver ..... Journal of Rural Education, May, 1923, pp. 405-513.

Name..... Date.....

PROBLEM 62

County Board of Education

At a recent conference of school men the question of the selection of County Boards of Education arose. Mr. X said that in his state the County Board of Education were elected by a direct vote of the people at the August election and that in his opinion this is a most excellent and democratic method. Mr. Y, from another state, said that in his state that the Board were elected by the County Court and that this was the best method. He gave the following arguments to support his method: 1. The better men and the better citizens will not make the race before the people for the office. 2. The County Court is composed of a more select group and therefore is more competent to select good men than are the people as a whole. 3. This method comes more nearly removing the office from politics. Mr. Q said that he could not agree with either of the former speakers, but in his opinion the County Board of Education should be appointed by the State Superintendent.

1. How are the members of the County Board of Education selected in your state?

2. Give arguments supporting this method. Against it.

3. What different methods of selection have you had an opportunity to observe? Give the strong and weak points of each.

4. Make a table showing how County Boards of Education are selected in the different states in the United States.

References:

Wilkinson ..... Rural School Management, pp. 362-363.
State School Laws.
Monahan ..... U. S. Bulletin, 1914, No. 44.
School Board Journal, November, 1923, pp. 35-37.

Name..... Date.....

PROBLEM 63

County Board of Education

At a recent educational meeting the question of the number that should compose a County Board of Education was discussed. The number suggested during the discussion ranged from three to fifteen.

1. Taking the states that have County Boards of Education, what is the median number found composing a Board?

2. How many members should there be on a County Board of Education? Give reasons for your answer.

3. Make a table showing the number composing the County Boards of Education in the different states.

4. Is there a County Board of Education in your county? How many members compose it?

References:

Wilkinson .....Rural School Management, pp. 362-363.
State School Laws.

Name..... Date.....

PROBLEM 64

County Board of Education

The question of the tenure of the County Board of Education was discussed at a recent meeting. Mr. X thought that the members should be elected every year. Mr. Y thought that they should be elected for a term of three years at least and felt that a term of five years would be better. Mr. R said that in his opinion the members should be elected for a term of six years and that one-third of them should be elected every two years, thereby keeping two-thirds of the old members on the board at all times. Mr. K said that he liked Mr. R's plan very well but he advocated seven members and a seven year term and elect one member each year.

1. Discuss the merits and demerits of each plan given above.
2. Make a table showing the term of the County Boards of Education in the different states.
3. What do you think should be the tenure of the County Board of Education? Give arguments to support your answer.

References:

State School Laws.

Wilkinson. .....Rural School Management.

Name..... Date.....

PROBLEM 65

County Board of Education

How should the members of the County Board of Education be selected, from the county as a whole, or from different districts in the county? This question was asked a number of schoolmen. Mr. M said that he believed that the members should be selected from the county at large. Mr. N believed that the county should be divided into school districts and each district select one member. Mr. K felt that the county should be divided into school districts and each district select a member but he said that he would add another member and have him elected by the county at large.

1. Discuss the advantages and disadvantages of each plan.
2. How are the members of the County Board of Education selected in your state?
3. How are they selected in the other states?
4. Discuss any meritorious type that you found.

References:

State School Laws.

Date..... Name.....

PROBLEM 66

County Board of Education

The question of the qualification of the members of school boards arose in a recent conference of schoolmen. One speaker said that in his opinion, the men or women to assume the responsibilities of directing the educational program of the county, should be highly educated and that he would favor requiring individuals to take an examination and secure a certificate of qualification before they could become members of school boards. Another speaker bitterly opposed this plan. He said that they did not need schoolmen on the board but business men. He stated further that the best men and women would never be elected to the office if they had to fool with taking petty examinations to qualify. He closed his arguments with the statement that it was the duty of the County Superintendent to look after the professional end for the board and that all matters requiring the attention of educational experts should be left to the County Superintendent.

1. In your opinion, which speaker was right? Why?
2. What qualification requirements does your state make of the County Board of Education?
3. Make a table showing the requirements in the different states.

References:
State School Laws.

Name..... Date.....

PROBLEM 67

County Board of Education

What compensation should the members of the County Board of Education receive? Mr. A stated that he believed that the members should receive a regular salary of not less than $100 per year, and that they should meet once each month. Mr. X objected to the regular salary but felt that they should receive $5 per day and expenses every time they met, but he would limit their meetings to four regular dates, namely, the first Saturdays in January, April, July, and October. If it became necessary to have a called meeting, the County Superintendent would have authority to call it. Mr. Y objected to paying the members of the board anything. He said that an individual interested in the schools of his county would be glad to serve without compensation. He felt that their expenses, while attending a meeting, might be paid but believed that was enough.

1. Criticize both favorably and unfavorably the plans set forth.

2. What compensation do the members of the County Board of Education receive in your county? Is the compensation uniform throughout your state?

3. What compensation do they receive in other states?

References:
State School Laws.

Name..... Date.....

PROBLEM 68

County Board of Education

Mr. M, the County Superintendent of Y County, has been having a little trouble with his County Board. The board have been selecting teachers that were not recommended by the Superintendent and in a few cases have failed to elect teachers that the Superintendent recommended. They also insist on visiting the schools in their respective districts and making professional criticisms of the teachers. The County Superintendent insists that he should be permitted to recommend and place all teachers. He further holds that it is not the place of the board members to supervise the schools.

1. What should be the duties of the County Board of Education?
2. What are the duties outlined in your state?
3. What are the duties in other states?
4. If you were Superintendent M, how would you go about educating your County Board as to their duties and responsibilities?

References:

Monahan ..... U. S. Bulletin, 1914, No. 44.
Wilkinson ..... Rural School Management, pp. 362-363.
Showalter ..... Handbook for Rural School Officers.
Foght ..... The Rural Teacher and His Work, pp. 132-135.
State School Laws.
Monahan and Cook on Rural School Administration and Supervision. U. S. Bulletin.

Name..... Date.....

PROBLEM 69

County Superintendent

In a recent educational meeting there was quite a difference of opinion as to the qualifications that should be required of County Superintendents. X thought that a County Superintendent should be a college graduate with at least one year of professional training and three years of teaching experience, two of which were in rural schools. Y thought that a college graduate with one year's experience was high enough standard. M held that the County Superintendency is an administrative office and that the Superintendent was not supposed to supervise teachers in the classroom. In M's opinion, the County Superintendent should be a good business executive and he should leave the professional side to his supervisors. Mr. K said that if the above standards were accepted in his state that half of the counties would be without County Superintendents. He advocated certification by examination. He said that any one who could pass a "stiff" examination was competent to be a County Superintendent.

1. Criticize the different plans and requirements suggested.
2. What educational qualification are required in your state before an individual can become County Superintendent?
3. What are the requirements in the different states?
4. Which state has the highest requirements? Criticize the standards in this state.
5. What standard would you suggest for your state? Why?

Name..... Date.....

PROBLEM 70

County Superintendent

X, Y, and Z were discussing the tenure of County Superintendents a few days ago. X held that a County Superintendent should not be elected for a longer term than two years. He gave as his argument, that if he was a good superintendent he would be re-elected and that if he was not efficient, two years were too long for him to serve. Y agreed that two years were too long for an inefficient superintendent to serve but said that X was mistaken about efficiency guaranteeing re-election. He maintained that efficient County Superintendents were dismissed as often as retained. He stated further, that two years were not long enough for a superintendent to formulate and execute a constructive educational program. Y held that he should be elected for a term of four years at least and felt that a term of six years would be better. He concluded by saying that at the end of his first term, if he is efficient, he should be appointed permanently, dismissal depending upon good behavior and continued efficiency. Z held that the County Superintendent should be appointed annually as are most superintendents of small towns.

1. Discuss the merits of each system outlined.
2. What is the length of term of County Superintendents in your state?
3. Make a table showing the length of term in the different states.
4. What length term would you advocate? Why?

References:

Monahan ..... U. S. Bulletin, 1914, No. 44.
State School Laws.

Name..... Date.....

PROBLEM 71

County Superintendent

In a recent conference the question of the method of selecting County Superintendents was raised and thoroughly discussed. Mr. D felt that the County Superintendent should be elected by the direct vote of the people at the regular November election. Mr. C felt that better qualified men and women would be selected, if the Superintendent was elected by the County Board of Education. Mr. T thought that he should be appointed by the State Superintendent of Public Instruction, and Mr. N thought that election by the County Court would be an excellent method.

1. Discuss the different methods.
2. How are County Superintendents selected in your state?
3. Discuss the merits and demerits of the method.
4. Make a table showing how County Superintendents are selected in the different States. Criticize each method.
5. How should the County Superintendent be selected? Defend your answer.

References:

Monahan ..... U. S. Bulletin, 1914, No. 44.

Name..... Date.....

PROBLEM 72

County Superintendent

At a recent meeting of County Superintendents the question of salary was discussed. Mr. Q said that he believed that a County Superintendent should receive a salary commensurate to his qualifications, his duties, his responsibilities, and the dignity of his office. He said that he would recommend that the state pass a law setting a minimum salary of $2,500, $500 for expenses and no maximum. Mr. H agreed that there should be a minimum salary law and said that he would have a maximum also. He would make the minimum $1,500 and the maximum $5,000, with a minimum expense allowance of $300. Mr. G felt that there should be a minimum but no maximum. He would fix the minimum at $3,000 with an allowance of $2,500 for clerk hire, traveling expenses, etc. Mr. S, who had been listening to the discussions, arose and said that in his opinion there should be no minimum fixed but that the maximum should be fixed at $2,500 and there should be no expense allowance. He held that the County Superintendent should do his own office work, that that was what he was paid for, and as for traveling, he could use his own horse, spend the nights with the farmers and patrons of the schools and consequently there would be no traveling expenses incurred.

1. Make a table of distribution of the County Superintendents' salaries in your state. What is the median? the average? the mode? What are the extremes?

2. How many County Superintendents in your state are allowed an expense account for clerk hire, travel, etc.? How much?

3. Make a table of distribution for all the states and answer the above questions for each state.

4. Should the state law provide a minimum and a maximum salary for County Superintendents? Defend your answer.

5. What would you make the minimum? the maximum? Defend your answer.

Name..... Date.....

PROBLEM 73

County Superintendent

The question arose as to which should pay the salary of the County Superintendent, the county, the state, or both. L said that in his state that the state matched the county dollar for dollar on the County Superintendent's salary up to $1,000, but that the state would not pay more than $1,000. If the county voted to pay the Superintendent $3,000, then the county would have to pay $2,000 and the state would pay $1,000. Q felt that the county should pay half and the state half. R said that the state should pay all the salary. D felt that it was a county affair and that the county should pay all.

1. Discuss the disadvantages and advantages of each plan.
2. How is the salary of the County Superintendent provided in your state?
3. How is the salary provided in the different states?
4. What plan would you suggest? Give arguments supporting your plan.

References:

Foght ..... The Rural Teacher and His Work, Ch. II.
Pittman ..... Succesful Teaching in Rural Schools, Ch. XXIV.
State Superintendent's Reports.
State School Laws.

Name..... Date.....

PROBLEM 74

County Superintendent

In a recent discussion of the duties of a County Superintendent the following points were brought out: Mr. E, an expert in Rural Education, said that the County Superintendent should be an expert in methods, psyschology, and classroom management, and that he should spend his time supervising his teachers and improving their methods of teaching. He held that the County Superintendency should be fundamentally a supervisory position. He felt that the County Superintendent should nominate all his teachers for election; that he should place them where he felt that they would do the most effective work; that he should be the expert adviser of the County Board; that he should serve the board as secretary; that he should plan and execute an educational program; that he should hold teachers' meetings; that he should inspect and criticize all plans for school buildings in his county; that he should inspect and pass on advocated consolidations; and that he should be responsible for all reports to the State Department and all clerical work in his office. Mr. F agreed that the County Superintendent should be an educational expert but held that his office should be fundamentally an administrative position. He said that the Superintendent should have a corps of trained supervisors to look after the instruction and the improvement of teachers and that the members of the School Board should be held responsible for keeping the buildings comfortable and sanitary. As for office work, he should be provided with a sufficient office force to do the work for him. In the opinion of F the County Superintendent should be free to think through and put into operation the best possible educational program for his county. He should have time to read, to attend educational meetings, to visit other states and counties, to study their systems, to make a budget that will meet the expenses of his educational program, to devise methods for raising needed funds, to study his county with the view of consolidations, and to be the expert adviser and teacher of his County Board and all others serving under him.

1. In your opinion, which has the proper conception of the duties of a County Superintendent, E or F? Give reasons for your answer.

2. Does your state law name the specific duties of the County Superintendent? What are they?

3. Criticize your state law on this point.

4. Make a table showing the duties of County Superintendents in the other states in the United States.

5. Which state has the best law in regard to the duties of County Superintendents? Why do you think so?

6. Outline the duties of a County Superintendent as you would incorporate them in a law. Give arguments supporting your bill.

References:

Harris .....Elementary School Journal, June, 1923, pp. 768-775.

Name..... Date.....

PROBLEM 75

Supervision

In C County there are 96 rural schools and 120 rural teachers. The principal highways in the county are macadamized and the crossroads are fairly good. It will be possible for the County Superintendent, or a County Supervisor to reach all the schools at nearly any season of the year.

The County Superintendent in this county receives $2,000 for twelve months. The teachers receive an average monthly salary of $77 for a term of six months.

1. If you were County Superintendent of C County would you ask for County Supervisors?
2. How many would you request? Why?
3. Would you pay the supervisors out of the general school fund, or would you ask for a special appropriation for this purpose? Why?
4. Does your state law provide for a special appropriation to pay County Supervisors?
5. How many teachers should one County Supervisor be over?
6. What should be the duties of the County Supervisor?
7. Would you assign a supervisor to a certain section of the county or would you assign him a certain piece of work over the entire county?
8. Give arguments for your answer to the above question.

References:

Pittman ..... Successful Teaching in Rural Schools, Ch. XXIV.
Pittman ..... The Value of School Supervision.

Name..... Date.....

PROBLEM 76

School Finance

In a discussion of the question of raising money for educational purposes and the paying of better salaries to teachers, Mr. Z stated that it is largely a legislative problem. That the way to get more money and better salaries is to get the State Legislature to enact a law requiring a tax sufficient to maintain the schools on a high standard. Require a minimum tax and no maximum. He also advocated a minimum salary law, and stated that the salary should be sufficient to meet the standard of living of teachers.

1. What do you think of Mr. Z's plan for raising money for the public schools?
2. Give arguments to support his position in regard to teachers' salaries.
3. How can every teacher in your state help to bring about better school legislation?

Name..... Date.....

PROBLEM 77

School Finance

In the State of T the County School Fund is raised by a direct tax levied by the County Court. The taxes are collected by a County Trustee who receives a certain per cent as a fee for handling all the county funds. In some cases the Trustee receives as much as $1,500 for handling the school funds alone, and this is paid out of the school funds. The school revenue is collected at the same time the other county taxes are collected, and therefore makes very little extra work on the Trustee. In a discussion between two schoolmen this question was raised. B held that it was nothing but right for the Trustee to receive a fee for handling the school funds. C held that it was no extra trouble for him to collect it and that as soon as it was collected, it should be turned over to the County Superintendent, who should be custodian of all school funds. In this way the extra work on the Trustee would be nil.

1. Who collects the school funds in your state?
2. How much is paid out annually for collecting and disbursing the school funds in your county?
3. How much in your state?
4. Suggest methods for eliminating this expense.

References:

Cubberley ..... Rural Life and Education, Ch. VIII.
Showalter ..... Handbook for Rural School Officers, Ch. V.
State Superintendent's Biennial Report.

Name..... Date.....

PROBLEM 78

School Finance

Mr. T has recently been elected County Superintendent of Schools in U County. It is his ambition to make his county stand first, educationally, in the state. In order to do this, he must have more money for educational purposes.

1. What are the different sources of revenue for schools in your state?

2. If you were County Superintendent of your own county, how would you proceed to get a greater income for the public schools?

3. How can the teachers help the County Superintendent in raising funds for educational purposes?

4. Does your state provide for a minimum levy for school funds? a maximum? What are they?

5. How much is spent per child for education, each year, in your county? in your state? in the United States?

6. About how much should be spent per child each year?

References:

Cubberley ..... Public School Administration.
Cubberley ..... State and County Educational Reorganization.
State Superintendent's Reports.
State School Laws.

Name..... Date.....

PROBLEM 79

Control of School Finance

In the course of a conversation between X and Y, two County Superintendents of Schools, the question of the control of school finance arose. X held that the County Board of Education should make an estimated budget including all expenses necessary for the operation of the schools in the county, figure the tax rate on the assessed valuation of all property in the county that it would take to raise the budget, and then ask the County Court, or County Commissioners, to levy this amount. Y objected to this method. He said that the County Board of Education should be independent of all other municipal boards. He held that the County Board of Education should not only make out the budget but should have the power to levy a tax sufficient to raise the funds needed to meet the educational program outlined by them. This latter plan would enable County Boards of Education, and County Superintendents, to plan and execute a progressive educational program. While by the former plan they could never be certain of the outcome of their plans.

1. How are the school funds in your state controlled?
2. Make a table showing the control of school funds in the different states in the United States.
3. Give arguments for and against the County Board of Education having power to levy taxes for all school purposes.

References:

Frasier ..... The Control of School Finance.
Wilkinson ..... Rural School Management, pp. 9-10.
State School Laws.

Date.....Name.....

PROBLEM 80

Publicity

Mr. X, County Superintendent of G County, is planning an educational campaign for the general improvement of the rural schools in his county.

1. What are the principal points that Mr. X should consider in making this campaign?
2. What are some of the essentials to be considered in order to be successful in such a campaign?
3. How can the county paper be used to advantage in such a campaign?
4. How can the teachers contribute to the success of this campaign?

References:

Alexander ..... Journal of Educational Research, January, 1923.
Journal of Rural Education, May, 1923.
Alexander and Theisen ... Publicity Campaigns for Better School Support. (World Book Company.)

Name..... Date.....

PROBLEM 81

County School Fair

Superintendent J of C County has decided that it will be a fine thing to have a county school fair. At this fair he hopes to have all the different types of school work, being done in the different schools, displayed. He has talked the idea over with his teachers and they are very enthusiastic about it. They feel that it will create a wholesome spirit of rivalry among the pupils of the different schools and also among themselves. Superintendent J has named Miss H chairman of the committee to name the different contests to be entered and to formulate the rules and regulations to govern all contests.

1. As chairman of the committee, make a list of contests that you would suggest to the other members of the committee.
2. List the rules that you would suggest to govern all contests.
3. Would you have contests in school work only, or would you have athletic contests also? Why?
4. What should be gained from such a fair?
5. What are some of the disadvantages in holding a school fair?
6. Should there be prizes offered for the winner in each contest? Why?
7. What should be the nature of the prizes, if offered? Give reasons for your answer.
8. Where should the fair be held? Defend your answer.
9. How would you finance such a fair?
10. Who should be the judges in all contests?

18795